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ABSTRACT

A review of the literature reported during the last two decades reflects a dramatic change in the commitment of higher education to a new clientele--the adult learner. If adult educators accept the idea of continuing education, they must also accept the conceptual re-examination of the process of learning. A distinctive adult education theory has lead to the development of a new technology referred to as andragogy, defined as a process of helping adults learn, of reorganizing existing knowledge, of developing new skills, and of learning to cope with an ever-changing status in society. The adult learner has also been defined. He/she is one who knows how to identify relevant sources that are available in his/her environment, one who knows what he/she wants (or needs) to learn, and one who can see clearly the process of his/her learning. This new educational consumer will demand continuing education in ever greater volume and in more accessible form, and unless existing institutions are willing and able to deliver the goods, they may well be by-passed by other agencies. (Appended to this paper is a suggested model for implementing a geographically-dispersed continuing education program, designed to assist in visualizing the task but also the direction higher education must move to meet the need of a new clientele.) (SH)

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HIGHER EDUCATION'S COMMITMENT TO INSERVICE EDUCATION

Ben J. Wiens

"Lifelong Learning" or "Recurrent Education"

A review of the literature reported during the last two decades reflects a dramatic change in the commitment of higher education to a new clientele, the adult learner. The change has been most rapid in the present decade as the campus-based academic units have become aware of the now larger adult clientele being served by the extension units (continuing education) of higher education. In a comparatively short time, academia's time-honored activity has seen its campus-based function erode without a comparable philosophy to include the off-campus learner in a viable humane curriculum in adult education. Spear (1976) quotes George B. Strother (1970-71) as lamenting the plight of academia's "poor relation, the extension worker." Spear reflects an attitude of casting the continuing education faculties "in a role of arranger, a beggar of crumbs, of low academic status, concerned with teaching non-subsidized adults at off-campus locations, preoccupied with operating gimmicky dog-and-pony shows, and slowly strangling with the loss of federal support for social action program."[1]

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Although few administrators and/or educators (the two terms can be one and the same) are totally insensitive to these differences, doubtless many are only dimly aware of their own biases. This does not mean attitudes in the sense of being opposed to specific practices in continuing education, but rather a tendency to let personal cultural perceptions and values influence treatment methods and procedures selected for practioner learning. It can be quite frustrating, or merely ludicrous if the student has a sense of humor, for a person planning an active instructional career, to be compelled to drop an inservice course because some members of a class wish to take it for "credit" and therefore all other reasons for taking the class are now suspect.

Continuing education programming in higher education can be defined as an arm of the university or as an open university dimension. It is also primarily a teaching function geographically dispersed away from the typically campus-based activities. Participants retain their community activities and contacts but engage in learning activities which will provide them with new skills to cope with changing vocational goals, maintain self-identity in community relations, open up new leisure-time activities, achieve educational goals, and meet re-licensure requirements.

The term "continuing education" defies precise definition.

For some institutions, the emphasis is on part-time non-credit activities. For others, it is a vocational and/or occupational training, still others see it as a first-level educational experience such as learning a second language, citizenship training, completion of high school requirements, or expand leisure-time skills.

The term "adult education" also defies precise definition. For some, the emphasis is on part-time activities. The mature student has relegated formal learning to a secondary level giving priorities to vocational and community activities. There are also persons below the legal age of an adult who participate in recognized adult education.

Part-time versus full-time participation in educational pursuits has traditionally been used to determine the magic line between continuing education and full-time education. Campus-based education has also been used traditionally to determine full-time education. Consider the student taking one or two courses in a graduate school. This is part-time, but is it adult education or continuing education? What about the student taking non-credit work as an adult or taking credit courses?

The attitudes of students and administrators tend to perpetuate an image of adult education as a segregation policy. Universities tend to place continuing education in a separate

category divorced from the regularly planned and programmed campus schedules. The adult student is separated in time and space from the so-called regular student. Even transcripts are labeled "continuing education" and thereby suspect. All too often this casts suspicion on the academic quality provided. There is a tendency to have separate faculties, separately listed, whose primary interests are other than instructional.

If this goal of making higher education available to everybody is to be pursued, the institution of higher education must conceive of "the campus" as geographically dispersed. This concept must include those persons long-neglected and outside the political boundaries of cities and suburbs locked in a vise of deteriorating housing, poor transportation services, and the debilitating effect of being without educational opportunities and good jobs.

The campus has traditionally meant a place where all educational services are comprehensively packaged for distribution to those students appearing at the citadels of learning. Why must these services be bound to the campuses? From the forces at work it suggests that higher education in the future will be more organic, less centralized, less structured, more humane, and include the adult learner who will demand a free and less elitist educational experience.

The dichotomy of education when reviewed as a continuum is of increasing concern to educators. This awareness can be construed as a growing concern for quality and continuity to those persons who have passed the category of "the young" and entered the age of "the adult." Although it was stated earlier in this paper that the term "continuing education" defied precise definition, it must also be recognized that continuing education programs are rapidly becoming part of the educational structure at all levels. For the sake of this discussion the changing attitudes among educators in higher education institutions remains in focus.

The Adult Learner

Historically the adult has had a dichotomous attitude toward his/her ongoing education. Traditional professionals look with jaundiced eye on "subway circuit" or "parking lot" students (as opposed to resident students in dormitories) and characterize as a dropout anyone who does not fit into the pedantically fixed "college age." There have been strong compelling forces to keep him out of the classroom. The adult may fear he has a questionable ability to learn and thus develops a fear of failure. Competition, which was the name of the game in college, has now become his nemesis in continuing education. Because of vocational experiences he has developed a fear of failure in competing with the young in the academic arena. Past distasteful educational experiences may also tend to keep him from further

education. The realities of gray hair, glasses, wrinkled skin, and style of clothing may also contribute to an attitude that an adult does not belong in the educational environment.

Continuing education as a vehicle for providing educational opportunities to adults is growing rapidly in higher education. If educators of adults accept the idea of continuing education, they must also accept the conceptual re-examination of the process of learning.

The common plea of educators is that this growth be nurtured to provide educational opportunities for every American of any age who wishes to make use of this track. It may be necessary to demonstrate the nature of obsolescence in the professions to point out the need for continuing education. Yet access alone does not automatically lead to a successful education unless the exposure of a particular age group includes equality of experiences available to meet personal goals. The surprisingly large and growing number of students who voluntarily drop out of college suggests that current programs are not providing educational accessibility for everyone. The majority of dropouts cite dissatisfaction with college or university and the desire to reconsider personal goals and interest as the major reason for leaving school. The same people reappear on the educational scene as adult learners in continuing education.

A Humane Curriculum in Adult Education

Adult education, as academia has inherited it, is not humane because it fails to deal with the human condition in all its variety and meaning. It continues to affirm a part of humaneness-the intellectual-as if it were the whole. The present state of the art has not gone beyond recognition to an enlightened approval of education for adults. By reducing everything to the cognitive-the intellectual-education is misportraying the nature of the human being to growing young people. This approach will not do, if there is to be disciplined attention to what it means to be a human being.

"We, as adult educators, are essentially humanists, and as such have been involved in a continuing search for an approach to our teaching that would contribute to the enhancement of the human condition."[2]

A review of the history of education indicates that the theme of the humane curriculum has come to center stage in education twice during this century: once during the twenties and thirties, and again in the current decade. During its first appearance, the theme took the form of concern for the "whole child" following John Dewey's theme that education was not only preparation for life, but it was (and is) life itself. This trend followed 50-75 years of child study with roots in the writings of Rousseau, Pestalozzi, and Frochel.

The movement lost its momentum and suffered a sad fate. Its goals became confused, and degenerated into moralizing and sentimentalism, so that other movements and events overwhelmed it: World War II, political reactionism of the fifties, educational conservatism of the mid-century. Progressive education and life adjustment appeared on the scene briefly to add to the demise of humane education.

Why has the theme recurred in the seventies? It could be because of the increased threat to individual identity brought about by urbanism, perhaps for reasons internal to education - a reaction against the conservative thrust to make teaching a set of impersonal techniques. Perhaps we are simply caught up in one of those tidal cultural cycles in our rapidly changing society. In any case, the theme has acquired a renewed interest to educators and does bring a broader view by including the adult learner.

It could lose its thrust once more. The difficulty with the term humane is that it invites sentimentality, moralizing, and rhetoric rather than concerted action. Notice the diffuse writing of the romanticists in adult education during the past decade. If we are not to lose momentum again in adult education to invent a humane curriculum, we will have to confront the term humane in a way that invites action.

Educators interested in education of adults, or lifelong

learning, have known for a long time that teaching adults as children will result in intellectual dropouts. Adults are usually voluntary learners and simply disappear from learning experiences that do not satisfy them. The net result has been a demand for new approaches to teaching and programming. This deviation from the traditional has been accompanied by confrontations over the violations of long-established standards. Educators of adult students have not had a coherent theory to fall back on and justify their treatment of adults as learners.

This discrepancy is rapidly being corrected. Adult education theorists in both Europe and North America are rapidly creating a distinctive theory of adult learning. From this will develop a new technology for the education of adults. To distinguish this from the pedagogy of youth, this new technology is being referred to as andragogy, based on the Greek work "aner" (with stem andr-) meaning "man." Andragogy is, therefore, the art and science of helping human beings learn. The process of maturing toward adulthood is indeed a reality. It begins in childhood and as the individual matures takes on more of the characteristics of the adult on which andragogy is based.

There may be a more appropriate definition of andragogy than simply as a "new technology." Just as pedogogy has at times been reduced to mere technology, it has, in its broader meaning,

meant the process of learning or the process of helping youth learn. Andragogy must also be defined as a process of helping adults learn, of reorganizing existing knowledge, of developing new skills, and of learning to cope with an ever-changing status in society.[3]

A recent book by Michael Rossman develops this concept of the adult learner in response to the question, "What is a good learner"?

What is a good learner? It seems useful to think of him as someone with a certain set of skills. He knows how to formulate problems. He can identify the relevant sources, of information or whatever, that are available in his environment. He is able to choose or create procedures and to evaluate his results. Bevond this, there is a set of higher skills, which we might call "meta-skills." Stated very loosely, they include the ability to know what he wants (or needs) to learn; the ability to see clearly the process of his learning; and the ability to interact with others to help learn these meta-skills. Out of all this, he is able to create useful knowledge. Let us call him an autonomous learner; for he directs himself.[4]

Stephen Graubard calls for a wholly new concept in education. It is "extraordinary that so few institutions have made any substantial commitment to the education of adults."

At the present time higher education institutions cannot wait for the demand from the field to manifest itself and then respond by offering specific courses. As a result, the workshop, variable credit, and topical course/workshop have become increasingly popular. Dr. Graubard continues by saying institutions "ought rather to engage in systematic studies of what adults in a society like ours need to know or would profit from knowing, and seek to make these things available to ever larger groups during the day, at night, on weekends, in summer, and at many convenient sites ...When many colleges and universities enroll men and women of all ages, they will have the large public constituency they currently lack."[5]

There are some obvious warning signals inherent in a movement gaining as much momentum as continuing education. Credit buying, special topics, transient learners, are all potential traps encountered by designers of off-campus programs. The rush to bolster sagging tuition receipts should not justify expansion of programs for adults. Such programming shortcuts could defeat the very purpose of continuing education and squander the mature students' potential in the "new majority."

This need not happen as long as the leadership is alert to the opportunities inherent in the dramatic new demand. The new audience will also be critical and look carefully at what institutions

have to offer. The challenge is to look carefully at the new constituencies as graduates who are, or will be, continuing as alumni, and not as processed and packaged individuals, and henceforth expected to be eternally grateful to their alma mater.

What seems to be clear is that the new educational consumer will demand continuing education in ever greater volume and in more accessible form. Existing institutions must become willing and able to deliver the goods, or new and innovative, non-traditional programs may by-pass the campus-based credit mongers.

America's most traditional full-time-students-only universities are accepting part-time students to fill the ivy halls. The economic pragmatists who have carried the day in many periods in American academic history may again lead the way and make higher education a growth industry.

American consumer andragogy will demand continuing education in ever-greater volume and in more readily accessable form. Unless exisitng institutions are willing and able to deliver the goods, they may well be by-passed by other agencies. A suggested model for implementing a geographically-dispersed continuing education program may assist the reader in visualizing the task but also the direction higher education must move to meet the need of a new clientele.

BJW/md
1/77

Footnotes

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3 Knowles, Malcolm S., The Modern Practice of Adult Education: Andragogy vs Pedagogy, Associated Press, New York, 1970.

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LIFELONG LEARNING

Suggested Reading List

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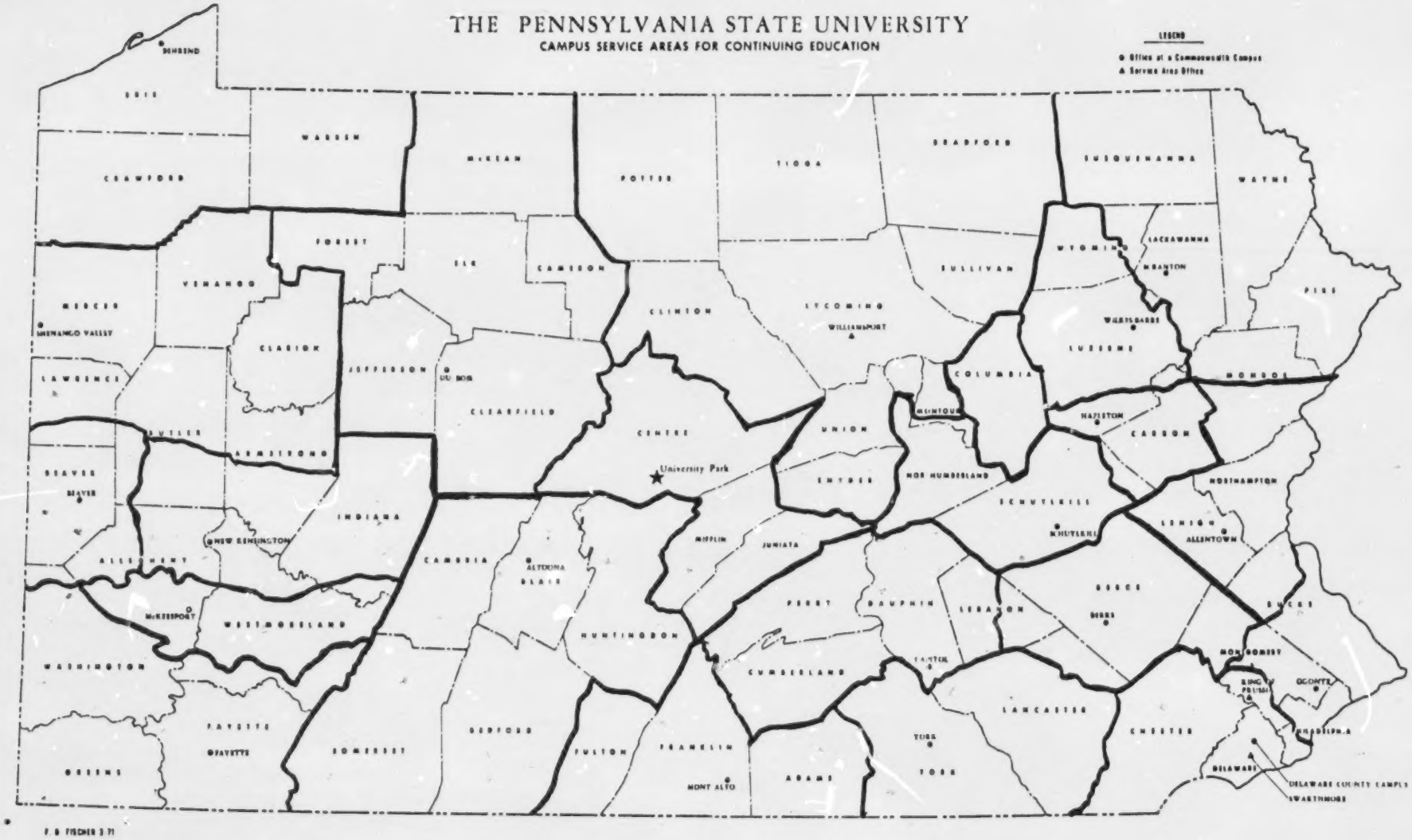
Model for Geographically-Dispersed

Continuing Education Progamming

A university which has committed itself to a program of continuing/ adult education must of necessity accept a broader view of campus - a geographically-dispersed campus. Some basic questions to which answers must be found include the following:

1. Which campus-based courses are also viable as inservice or adult education?
2. Can these courses be taught by resident faculty as resident courses, but removed from the main campus?
3. Can a high quality of instruction be maintained away from the main campus using diversified resource centers instead of a centralized instructional center on the main campus?
4. Can the high quality of campus-based courses be maintained by use of part-time faculty but who are qualified to teach such courses?
5. Is the resident faculty, somewhat removed from the mainstream of action, qualified to work with a clientele interested in part-time studies?
6. Should there be a totally different course content for the part-time student?


THE PENNSYLVANIA STATE UNIVERSITY
CAMPUS SERVICE AREAS FOR CONTINUING EDUCATION
LEGEND
Office of a Commonwealth Campus
Service Area Office
ERIE
WARREN
MCKEAN
POTTER
TIOGA
BRADFORD
SUSQUEHANNA
WAYNE
CRAWFORD
FOREST
ELK
CAMERON
VENANGO
MERCER
SHENANGO VALLEY
CLARION
JEFFERSON
DU BOIS
CLINTON
LYCOMING
WILLIAMSPORT
SULLIVAN
WYOMING
LACKAWANNA
SCRANTON
PIKE
WILKES-BARRE
LUZERNE
MONROE
LAWRENCE
BUTLER
ARMSTRONG
CLEARFIELD
CENTRE
University Park
UNION
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CARBON
BEAVER
INDIANA
NEW KENSINGTON
ALTOONA
BLAIR
CAMBRIA
MIFFLIN
JUNIATA
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WESTMORELAND
PERRY
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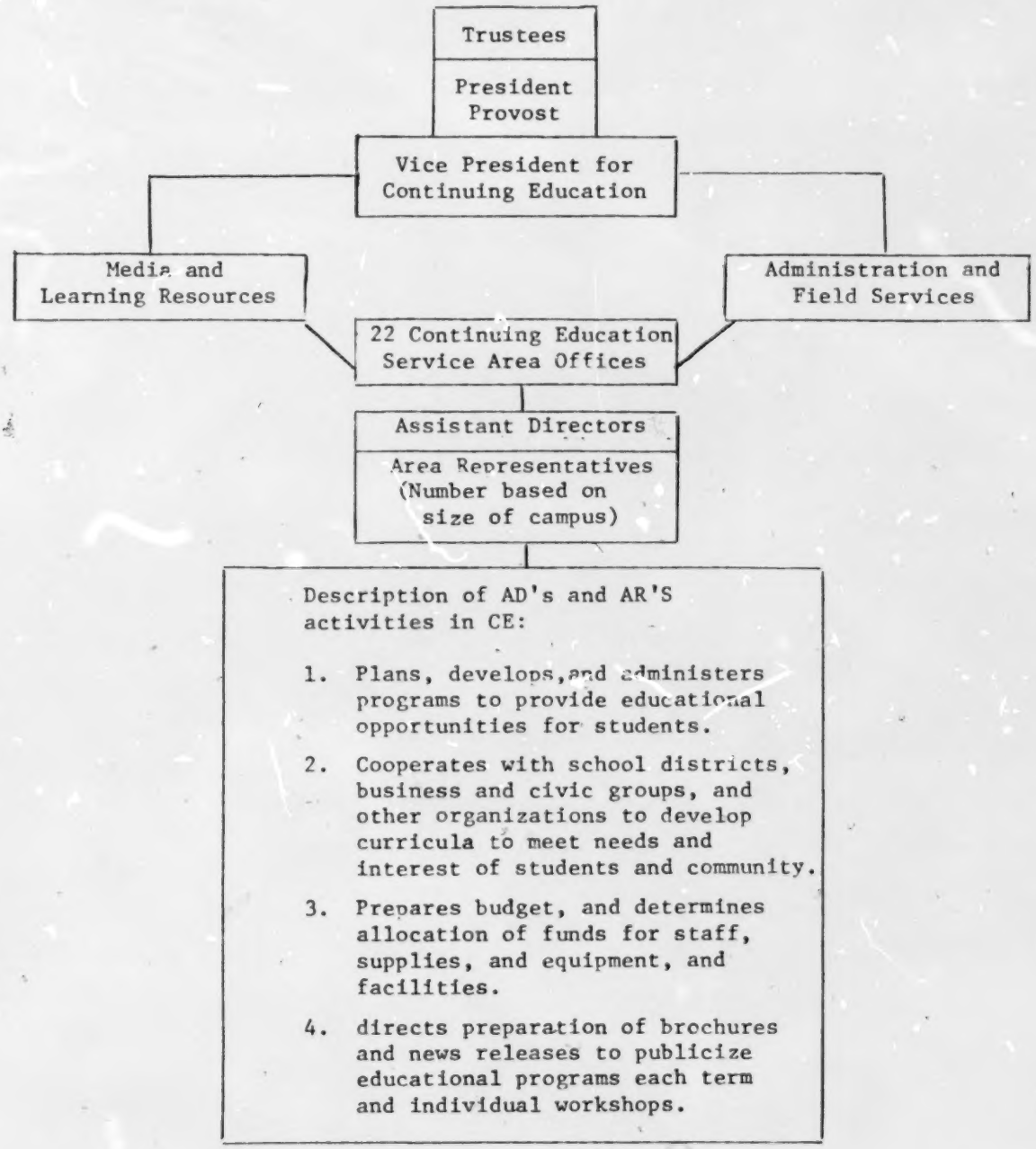
BERKS
BUCKS
WASHINGTON
HUNTINGDON
CUMBERLAND
MONTGOMERY
KING OF PRUSSIA
OGONTZ
PHILADELPHIA
FAYETTE
UNIONTOWN
SOMERSET
BEDFORD
FULTON
FRANKLIN
MONT ALTO
ADAMS
YORK
LANCASTER
CHESTER
DELAWARE
DELAWARE COUNTY CAMPUS
SWARTHMORE
GREENE

Model for Geographically-Dispersed
Continuing Education Staff


Trustees
President
Provost
Vice President for
Continuing Education
Media and
Learning Resources
Administration and
Field Services
22 Continuing Education
Service Area Offices
Assistant Directors
Area Representatives
(Number based on
size of campus)
Description of AD's and AR'S
activities in CE:
1. Plans, develops, and administers programs to provide educational opportunities for students.
2. Cooperates with school districts, business and civic groups, and other organizations to develop curricula to meet needs and interest of students and community.
3. Prepares budget, and determines allocation of funds for staff, supplies, and equipment, and facilities.
4. directs preparation of brochures and news releases to publicize educational programs each term and individual workshops.

Part I

Model for Selecting Qualified Staff to Teach in a Geographically-Dispersed Program

Division's Responsibility

Identification — Needs Assessment

Part-time Faculty	Resident Faculty
Regional Campus-Area Representative	Section or Program - Head
Can Course A be taught by part-time faculty: qualified; cost; clientele;quality.	Can Course A be taught by resident faculty: load; location; cost.
Course A - instructor approval for teaching in Continuing Education - Steps 1 - 7:	Course A processed through division.

1. Initial contact:	a. area representative ascertains instructional need and looks for qualified individual b. applicant contacts area representative at local campus c. applicant is given information about contractual arrangement
2. Applicant must:	a. fill out part-time instructor application form and Professional Identification Form b. submit transcripts of undergraduate/graduate work c. provide up-to-date resume of experience and two letters of recommendation
3. Area representative:	(sometimes with assistance from regional College of Education office) contacts potential instructor about courses applicant is qualified to teach and then submits instructor approval form and applicant's credentials to the specific college
4. Dean of College:	channels credentials to proper division for review which may include interview with applicant at main campus
5. Approval or non-approval:	is determined within specific programs in cooperation with division head and then goes to associate dean's office in charge of College of Education-Continuing Education
6. Area representative:	a. is notified from dean's office by copy of letter to applicant (and approval sheet) with copies to regional office b. if approved, contacts instructor to develop plans for scheduling course
7. Course(s):	advertised for offering at a selected place. Enrollment of ___ or more students needed to run course

Part II

Model for Selecting Courses/Workshops in a Geographically-Dispersed Program

Division's Responsibility

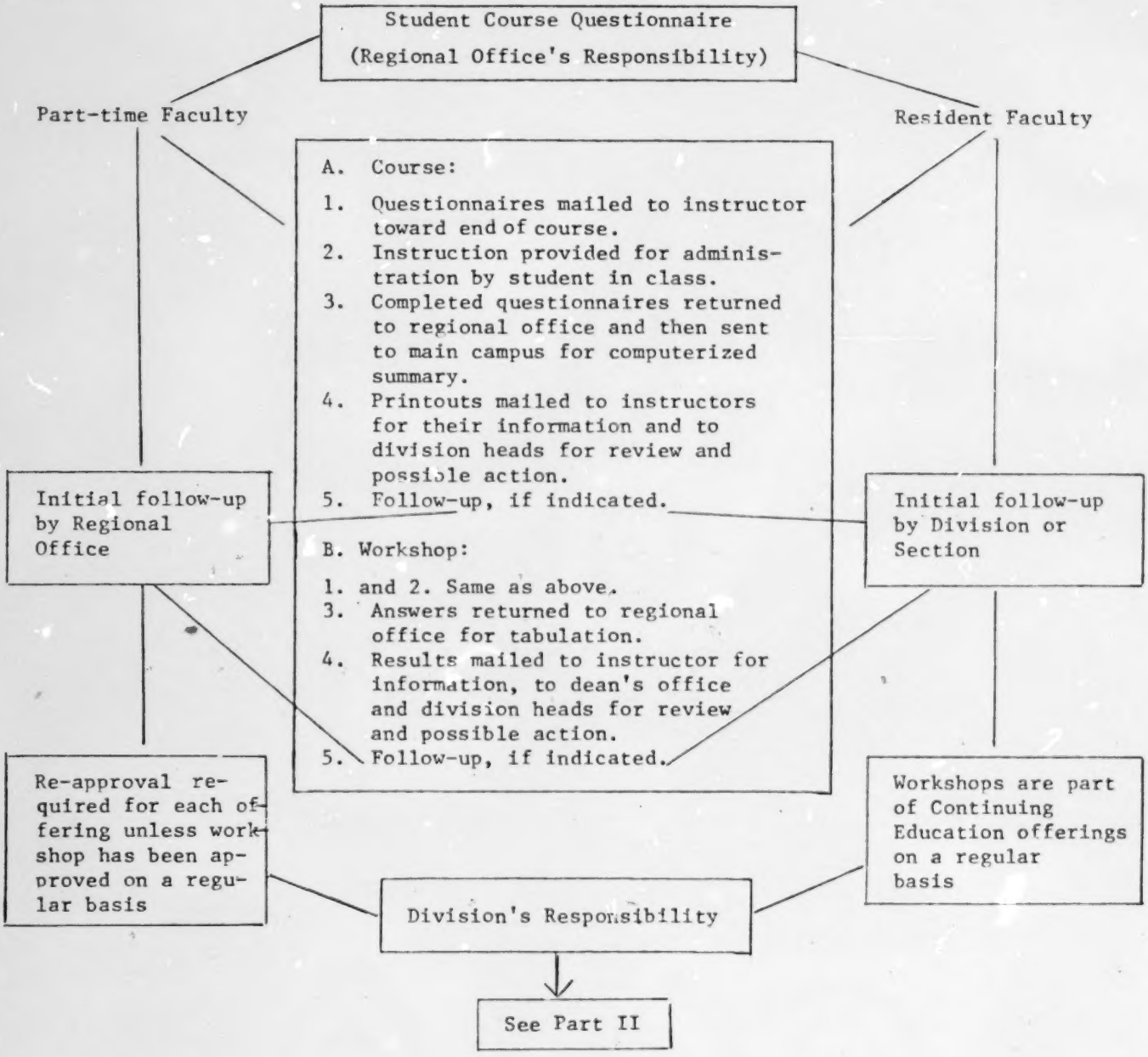
Identification — **Needs Assessment**

Part-time Faculty	Resident Faculty
Regional Campus-Area Representative	Section or Program - Head
Workshop developed in field and part-time faculty must follow Steps 1 - 7:	Workshop developed within division with resident faculty as instructor in field

1. An idea originates:	a. within intermediate unit (county) b. part-time faculty member senses need within his/her school district c. instructor discovers need for in-depth study of a particular topic d. clientele in need of special course/workshop
2. Proposal is sent:	via area representative to regional College of Education office for review
3. Proposal is reviewed:	a. if complete, sent to associate dean's office and to appropriate division at main campus b. if incomplete, returned to instructor with set of guidelines for revision and then further evaluation is made
4. Approved instructor:	a. proposal is sent to main campus with letter of recommendation from regional College of Education office b. dean channels proposal and instructor's file to proper division c. division head directs proposal and file to section for evaluation and approval or non-approval d. instructor may be contacted for further discussion of proposal e. decision is made, channeled back to division head and then to dean's office f. letter is written to instructor, with copies to area representative and regional office (and approval sheet) of action taken by division.
5. Non-approved applicant:	a. credentials must accompany proposal b. same steps as above
6. Area representative:	contacts instructor for developing plans for scheduling workshop
7. Workshop(s):	advertised for offering at a selected place. Minimum enrollment is determined to run workshop

Part III

Model for Instructor Evaluation Procedure in a Geographically-Dispersed Program


Student Course Questionnaire
(Regional Office's Responsibility)
Part-time Faculty
Resident Faculty
A. Course:
1. Questionnaires mailed to instructor toward end of course.
2. Instruction provided for administration by student in class.
3. Completed questionnaires returned to regional office and then sent to main campus for computerized summary.
4. Printouts mailed to instructors for their information and to division heads for review and possible action.
5. Follow-up, if indicated.
B. Workshop:
1. and 2. Same as above.
3. Answers returned to regional office for tabulation.
4. Results mailed to instructor for information, to dean's office and division heads for review and possible action.
5. Follow-up, if indicated.
Initial follow-up by Regional Office
Initial follow-up by Division or Section
Re-approval required for each offering unless workshop has been approved on a regular basis
Workshops are part of Continuing Education offerings on a regular basis
Division's Responsibility
See Part II